

REPORT  
OF THE  
INDUSTRIAL SCHOOLS  
COMMITTEE



ALLAHABAD:  
SUPERINTENDENT, PRINTING AND STATIONERY, UNITED PROVINCES  
1935

## Report of the Industrial Schools Committee

THE working of the Department of Industries was inquired into by an official committee, designated the Industries Reorganization Committee, which reported in January, 1934. Among other recommendations, that Committee suggested certain alterations in the system of technical and industrial education prevailing in the province. In the course of the discussion of the report in the Legislative Council in April, 1934, a suggestion was made that these recommendations be further examined by a committee composed of non-official members of the Council, and the Hon'ble Minister in charge of Industries gave an undertaking to that effect. In pursuance of that undertaking the present Committee was appointed in G. O. no. 757-I/XVIII—515, dated August 7, 1934, to consider and report on the recommendations of the Industries Reorganization Committee as regards the types of industrial institutions that should be maintained and the individual institutions that should be closed.

2. The following members were appointed to the *Personnel*. Committee :

(1) Mr. P. M. Kharegat, I.C.S., M.L.C., Secretary to Government, Industries Department .. .. .. .. ..	<i>Chairman.</i>
(2) Mr. Brijnandan Lal, Bar.-at-Law, M.L.C. .. .. .. .. ..	
(3) Khan Bahadur Maulvi Fasih-ud- din, M.L.C. .. .. .. .. ..	
(4) Mr. T. F. Gavin-Jones, M.L.C. .. .. .. .. ..	
(5) Khan Bahadur Hafiz Hidayat Husain, Bar.-at-law C.I.E., M.L.C. .. .. .. .. ..	
(6) Khan Bahadur Hafiz M. Ghazan- farullah, M.L.C. .. .. .. .. ..	<i>Members.</i>
(7) Chaudhri Mohammad Ali, M.L.C. .. .. .. .. ..	
(8) Rai Sahib Rai Rajeshwari Prasad, M.L.C. .. .. .. .. ..	
(9) Rai Sahib Babu Rama Charana, M.L.C. .. .. .. .. ..	
(10) Rai Bahadur Kunwar Surendra Pratap Sahi, M.L.C. .. .. .. .. ..	

(11) Rai Bahadur Babu Vikramajit	..	..	..	Members.
Singh, M.B.E., M.L.C.				
(12) Rai Bahadur Lala Anand Sarup,	..	..	..	
M.L.C.				

Mr. H. K. Mathur, Under Secretary to Government in the Industries Department, was appointed to work as Secretary to the Committee.

3. In addition to the data collected by the official committee and included in its report we were supplied with the following material relating to the institutions concerned :

- (i) Evidence of the heads of institutions who were examined by the official committee.
- (ii) Copies of the last inspection notes recorded by the Director of Industries.
- (iii) Views of the Advisory Committees, and the Director of Industries' opinion on the recommendations of the official committee after considering the views of the Advisory Committees.
- (iv) Abstracts of the representations that had been received by the Government and the Director of Industries.
- (v) Statistics regarding enrolment.

We did not consider it necessary, in the light of the material that was already available, to take formal evidence. Mr. H. R. Harrop, Director of Public Instruction, was examined in some detail about the proposals of the Education Department published in Government Resolution no. 1083-G/XV—562, dated August 8, 1934, as far as they concerned industrial education. In addition, facilities were afforded to individual members of the committee to visit such institutions and call for such information as might desired by them ; some of us did avail ourselves of the same.

4. The committee held two meetings—the first at Naini Tal on September 21 and 22, and the second at Lucknow on October 26, 1934. At the first meeting the principles on which industrial education should be conducted were decided, and the application of those principles to a number of individual institutions was considered. At the latter meeting the cases of the remaining institutions were considered and the draft report approved.

5. Our inquiry was confined primarily to the recommendations of the Industries Reorganization Committee contained in paragraphs 151 to 200 of its report. Our

conclusions are briefly stated in the following paragraphs. It may be mentioned in passing that when decisions had to be arrived at by ascertaining the views of the majority, the Chairman refrained from voting.

6. The object of industrial education is twofold, viz. (a) to improve the knowledge, technique and methods of those already in the industry concerned and (b) to enable the persons trained to find a career in industrial pursuits either by enabling them to set up in their own industry, trade or business, or by qualifying them to secure employment. The nature of the education imparted should vary with the object in view and it is advisable to have two distinct types of institutions, one for artisans and the other primarily for middle class young men possessing a certain amount of general education.

7. The first step in the case of the latter should ordinarily be to ascertain their bent for handicrafts and industrial pursuits while they are at general educational institutions, and suitable action should be taken there to develop such aptitude as far as possible. The Education Department are contemplating the establishment of vocational classes with that object in view. We agree with the Director of Public Instruction that the aim of the vocational classes proposed by the Education Department should not be to equip boys to set up in industry and make a living, or to secure employment in industrial concerns, but to ascertain their aptitude for handicrafts and to develop the same where practicable, so as to give them a bias towards an industrial career. Further, we would like to add that the bias towards trade of students undergoing general education should be similarly ascertained and their capacity for salesmanship developed. We understand that an interesting experiment in this direction is being carried on in the Fyzabad Division where boys are encouraged to go in for the purchase and sale of small articles in order to ascertain and develop such aptitude. We suggest that such attempts should be encouraged and tried more widely.

8. The further training of students who show an aptitude in vocational classes for a particular type of industrial work should be followed up by admitting them to an industrial school of the type required. For this purpose there should be at least one central school or institution for each industry or phase of industry to the extent required for the industrial needs of the province. Such an institution should be properly staffed

and equipped as to give adequate training and enable the student trained to set up in business or find suitable employment. Broadly speaking, it is better to have one well-staffed and well-equipped institution which attains these objects than to have a large number of schools which are not fully staffed or equipped and so fail to fulfil adequately the purposes for which they exist. But the number of such institutions should be gradually increased as the exigencies of the industry demand and as circumstances permit. Mr. Bijnandan Lal would like to add that the ideal to be aimed at is to have at least one central school in each division for each industry for which there is scope in that division. In any case, a certain number of stipends should be reserved at each central school by localities for deserving students belonging to other and distant districts.

9. A central institution of this kind should undertake both teaching and research. It should have a clear-cut programme of research and carefully regulate the same according to the changing needs of the industry concerned. The institution should be in close touch with the industry and its head should work as the Superintendent for that industry, his duties in this connexion being so regulated that the research and teaching work do not suffer.

10. The training imparted at the institution should be of a type needed by the industry and designed to qualify the students for it. For this purpose there should be a commercial extension course for each such school, extending over a year or two ; the work may be carried on either at the school or in a neighbouring building where ex-students and particularly those who desire to set up in business can be taught and helped to carry on commercial operations on their own, under proper guidance from the school authorities. The students at these commercial courses should work under ordinary industrial conditions, making articles themselves and selling the same under commercial conditions, keeping the profits if any ; the running expenses should be borne by the students but Government should provide the capital cost for such training and if necessary give stipends and advance loans. Steps should also be taken by Government, especially through the Stores Purchase Section, of the Industries Department to secure the admission of ex-students as apprentices in factories.

11. The number of students trained at a central school should depend primarily on its capacity to train

them satisfactorily ; the number of admissions should not be reduced on account of any estimate showing that the students trained are not likely to be absorbed in the industry concerned. Moreover, provision should also be made for special training on suitable terms of young men who wish to take up the study of some particular line of work only, provided the regular work of the institution does not suffer.

12. In addition to these central schools, there should be as far as practicable an elementary industrial school, whether Government or aided, in each district for some industry best suited to that district. These schools should aim at supplying a definite local need and impart sufficient preliminary training to enable the students to obtain employment as subordinates or to pursue their studies in a central school provided they possess the necessary general education demanded by the latter. The curriculum of an elementary school should be suitably adjusted for this purpose where practicable and in such cases credit should be given at the central institution for the training received at the elementary school. Arrangements should also be made where practicable for imparting practical training to students by attaching them as apprentices to local firms or master-craftsmen (such as master-tailors). In order to induce the latter to take in and train apprentices, it might be necessary for Government to pay fees to them for a limited period for each candidate under training with them, in order to compensate them for the trouble of training the students and making good the loss resulting from their inexperience. This system of training should supplement that at elementary schools.

13. Schools of this kind, however, may not be suited to the needs of artisans ; in their cases the main object is to impart to them the knowledge of some particular new technique, to remove their specific difficulties and to introduce among them improved methods and better designs. For this purpose the instructor should go to the homes of the artisans, instead of expecting them to come to him, and settle down in the heart of the locality where they live for such period as may be necessary—which may be from three months to three years—till the needs of the industry in that particular locality have been fully met and the objects which were aimed at have been fulfilled. A tuitional class of this kind should ordinarily consist of a single master-craftsman whom the artisans can look up to as their *ustad*. This

instructor should be interchangeable with other members of the central school staff and should keep his knowledge up to date. It is understood that a couple of classes have been run along these lines in the province and have effectively helped the artisans concerned. This system of training artisans should be adopted on a more extensive scale and a class of this type established at each of the more important artisan centres, the total number of such classes being adjusted to the needs of the industries concerned. Such of the existing institutions and artisan classes (if any) which do not serve the purpose of training artisans should be reorganized so as to be run as tuitional classes.

14. These tuitional classes should keep in touch with the central school for the industry concerned and work like branches or offshoots thereof. The head of the central institution concerned should be responsible for their technical supervision ; and where the work is heavy, he should be given one or more technical assistants as may be necessary for the purpose ; he should receive the monthly programme of the instructors, inspect their work from time to time and see that it is carried on along right lines. Supervision of a general nature should also be exercised by the subordinate executive staff of the Industries Department and by inspectors and assistant registrars of co-operative societies, close collaboration being maintained for the purpose between the two departments.

15. Having set forth the general principles, we would now examine the cases of individual institutions in the light of these principles. In our opinion, tuitional classes are particularly suited to the needs of hand-loom weavers. The present "model weaving schools", which are meant primarily for artisans and which have failed to attract them, should be re-organized and converted into an equal or larger number of tuitional classes for artisans, except that the blanket section of the school at Muzaffarnagar might be retained either as a government or as an aided institution. Non-artisan boys have also been learning weaving at these schools, though the nature of the training imparted is not such as to enable the boys trained to start their own business on a profitable footing or to obtain employment as practical weavers. In order to meet the requirements of such boys optional weaving classes should be attached to general educational schools primarily with the object of testing and developing the aptitude of the students and enabling such of them

as have a bias towards such an occupation to follow it up in the Central Weaving Institute maintained by the Industries Department. Rai Sahib Rajeshwari Prasad, however, holds that it may not be possible to meet the needs of non-artisan boys in this way, and that the existing model weaving schools should be retained for their benefit in addition to tuitional classes for artisans.

16. The weaving section of the Bulandshahr school should be dealt with in the same way as other model weaving schools. As regards the cotton printing section, opinion is divided ; while seven of us consider that this section should also be reorganized as a tuitional class for the benefit of the *chhipis*, four others are in favour of retaining it as it is, at least for a year or two more,\* as a number of non-artisan boys have joined this section.

17. It does not appear to be practicable to combine the Central Weaving Institute at Benares with the Textile School at Cawnpore ; the former deals primarily with handloom weaving and the latter with weaving by machinery. The Benares Institute should be retained as the central school for handloom weaving and special attention paid to the introduction of new designs among the local weavers, in accordance with the requirements of the market. The Textile School and the Dyeing and Printing School at Cawnpore should be amalgamated into a single central Textile Institute for powerloom weaving.

18. Similarly, the Allahabad Carpentry School should be retained as the central institution for wood-working by hand, while that at Bareilly should specialize in wood-working by machinery. Some amount of hand-work will, however, have to be taught in the latter and some machinery retained in the former for the use of the school. The exact lines of reorganization should be worked out by the Department and the courses altered or reduced where necessary. The district carpentry schools at Naini Tal, Fyzabad, and Dehra Dun should be handed over to the Municipal Boards concerned or other local organizations which should run them as aided institutions receiving suitable grants from Government for the purpose.

19. As regards the Technical School, Jhansi, we feel that as the Great Indian Peninsula Railway locomotive workshop has been removed from Jhansi and the students have to be sent to Bombay for this training, there is no need to maintain a separate school at

\* Mr. Brijnandan Lal would omit the words " at least for a year or two more "

Jhansi for the training of persons for employment on the Great Indian Peninsula Railway. The Sandwich system of training should be adopted in part at the Lucknow Technical School. Rai Sahib Rai Rajeshwari Prasad and Mr. Brijnandan Lal, however, hold that the school should be closed only if arrangements similar to those at Jhansi are made at Lucknow with the Great Indian Peninsula Railway. In addition to training a few men every year at Lucknow specially for employment on the railway workshops, provision should also be made for the training of persons as *mistris*, who might be taught to do ordinary repairing of bicycles, watches, sewing machines, electric installation, wireless receiving sets, and the like ; and the Department should assist the establishment of one or more schools providing practical training of this nature.

20. As regards the Leather Working School, Meerut, seven of us consider that the school should be retained, as it is the only industrial school in the western parts of the province and is catering for a big industry and training men who are supplying shoes to the Punjab. Four of us, however, feel that the leather-working industry should be located at the same centre as the tanning industry, viz., at Agra and Cawnpore (where leather-working schools already exist), and so this school might well be closed.

21. The tanning school at Fatehpur is the only one of its kind in the province. Four of us consider that it should be retained as a central school for tanning. A majority of six are however of opinion that arrangements should be made with tanneries for training fifteen students every year ; and that if and when this can be done, it will not be necessary to retain the school in its present form but it can be reorganized into a tuitional class for tanners at Fatehpur. In any case, we feel that one or more tuitional classes for training in tanning should be started.

22. In view of the fact that Benares is a centre of the brass-working industry which can be considerably improved if good designs are introduced, we are of opinion that the Batuk Prasad Khattri Industrial Institute should be retained and reorganized in consultation with the committee of the B. P. K. I. Trust, with a view to improve it so as to suit the special requirements of the artisans at Benares.

23. The question of the advisability of the retention of the various sections of the Arts and Crafts School at Lucknow was also looked into by us. Eight of us

are of opinion that the artistic wood-working course need not be retained and that suitable arrangements for training in artistic wood-working should be made at Bareilly or Allahabad. Three of us, however, feel that the atmosphere of the Arts and Crafts School is particularly conducive to the production of artistic work and that therefore the class should be retained. We consider that the architectural designs course should be retained but reorganized and made really useful, while the litho-printing class may be closed and arrangements made elsewhere for training in this subject. We are not in a position to express any opinion as regards the details of the training to be imparted in each of the sections or courses or the staff required for the same.

24. To sum up, we agree with the recommendations of the Industries Reorganization Committee as regards the principles that should govern the establishment and maintenance of industrial schools. We have, however, suggested various modifications to amplify or supplement those principles in order to make them more effective. We consider that there must be adequate facilities for industrial training ; in addition to fully staffed and well-equipped central schools and commercial extension courses, arrangements should be made for giving an industrial bias to the training imparted at general educational schools ; the commercial instincts of the boys should be developed by encouraging them to go in for the purchase and sale of small articles; arrangements should be made with firms, factories and master-craftsmen for taking students as apprentices, suitable fees being paid to them for the purpose ; elementary industrial schools for boys and tuitional classes for artisans should be maintained in larger numbers. In short, we consider that the existing schools, particularly those in which the expenditure incurred is disproportionately large as compared with the quantity and quality of the out-turn, should be reorganized and remodelled, and other methods of training and forms of instruction substituted, so that full value may be received for the money spent.

25. As regards the application of these principles to individual institutions, we have differed from the recommendations of the Industries Reorganization Committee in a number of cases as regards the form in which some of them should be maintained. Our suggestions have been based on the figures placed before us, showing the working

cost of the schools concerned and the purpose served by them ; the object we have had in view is to reorganize such institutions along different lines so as to make them more effective. The net result is that we consider that only one school should be closed, and arrangements for training made elsewhere, while a number of others should be reorganized and made more useful.

26. In this connexion we would like to emphasize that any savings that may result from the acceptance of our recommendations should be utilized partly for the reorganization of industrial institutions along the lines indicated and partly for industrial development in other directions, such as the provision of marketing facilities. Any savings that may result from our proposals should on no account be surrendered. We consider that if our recommendations are accepted in full, the present budget allotment for the Industries Department will ultimately have to be substantially increased.

27. Before concluding, the members of the Committee wish to place on record their appreciation of the help they received from the Chairman of the Committee who, without urging any particular point of view, suggested ways and means for arriving at the largest measure of common agreement. We also acknowledge the good work done by the Secretary, Mr. H. K. Mathur, in making available to us a good deal of useful information and drawing up the detailed proceedings faithfully and accurately.

P. M. KHAREGAT (*Chairman*).  
 BRIJNANDAN LAL.  
 FASIH-UD-DIN.  
 T. GAVIN JONES.  
 HIDAYAT HUSAIN.  
 M. GHAZANFAR ULLAH.  
 MOHAMMAD ALI.  
 RAI RAJESHWARI PRASAD.  
 RAMA CHARANA.  
 SURENDRA PRATAP SAHI.  
 VIKRAMAJIT SINGH.  
 ANAND SARUP.

H. K. MATHUR (*Secretary*).

4th December, 1934.